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# **FOLLOW-UP SURVEY OF 1996 YOUTH APPRENTICESHIP GRADUATES**

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## Table of Contents

	Executive Summary . . . . .	i
	Overview . . . . .	1
	Employment and Postsecondary Education Status . . . . .	2
	Impact of the Program on Transitions from School to Work and Future Opportunities . . . . .	4
	Satisfaction with the Program . . . . .	6
	Personal and Career Development . . . . .	7
	Trends and Student Insights . . . . .	
. 9	Key Findings and Trends . . . . .	12
	Conclusions . . . . .	14
	Recommendations . . . . .	16
	References . . . . .	18
.18	End Notes. . . . .	
	<b>Appendices</b>	
	A. Survey Instrument and Summary Responses . . . . .	19
	B. Respondents Comments on Open Ended Questions . . . . .	28

## List of Figures

1.	Employment Status . . . . .	2
2.	Current Earnings Per Hour (Gross) . . . . .	2
3.	Postsecondary Education Enrollment Status . . . . .	3
4.	Transition Outcomes . . . . .	4
5.	Application of Skills from the Youth Apprenticeship Program . . . . .	5
6.	Overall Satisfaction with Program . . . . .	6
7.	Impact of Youth Apprenticeship on Future Opportunities . . . . .	6
8.	Personal Growth Attributed to the Youth Apprenticeship Program . . . . .	7
9.	Impact of the Program in Identifying Career Interests . . . . .	8

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## EXECUTIVE SUMMARY

For the second consecutive year, the Department of Workforce Development commissioned a follow-up survey of Youth Apprenticeship graduates. The youth apprentices graduating in 1996 were surveyed on two occasions--first in October 1996 and again in July 1997. The October survey was designed to gather their assessment of the program, as well as their early post-graduation plans<sup>1</sup>. The one-year follow-up survey of 1996 graduates was mailed directly to the 170 individuals who received Certificates in June--August, 1996. Similar to the inaugural survey of the 1995 graduates conducted in July 1996, this survey of the 1996 graduates was designed to accomplish several purposes: (1) to assess the level of program satisfaction, (2) to identify the post high school status of graduates, and (3) to examine trends in the experiences of youth apprentices by comparing the 1996 and 1997 survey results.

The survey instrument was modified and refined based on instruments used in the three previous studies of youth apprenticeship graduates conducted by the Department of Workforce Development (March 1997), Jobs for the Future (Orr, 1995), and the Center on Education and Work (Phelps, Scribner, Wakelyn & Weis, 1996). Following a limited pilot test of the instrument, the survey was mailed in July 1997 to 170 graduates who comprised the Class of 1996 (June and August 1996 graduates). After one follow-up mailing, a response rate of 57.6% was achieved. Generally, the response pattern from former graduates was similar to enrollments based on gender, ethnicity and the programs in which they had participated. Thus, the data and findings are considered appropriate for the population of youth apprenticeship graduates in the Class of 1996.

### Key Findings

1. As the range of program graduates has broadened from two programs in 1995 (printing and financial services) to graduates from nine programs in 1996, the rates at which students are employed and going on to college remain the same.
2. Like the Youth Apprenticeship Class of 1995, the 1996 graduates are excelling in their pursuit of both workplace experiences and further education following high school. For both groups, three out of four indicate they are enrolled in postsecondary education, and about half (46-48%) are also working full-time.
3. Graduates from both 1995 and 1996 report that they have enrolled in postsecondary education programs at relatively high rates. In both years, approximately 38-40% of the graduates indicated they had enrolled in a four-year college, while only 25-27% indicated that they had not enrolled in further education or training. The high rate of reported enrollment in programs at four year colleges and universities (40%) matches the national average for all high school graduates in 1993 (41%) (National Alliance of Business, 1997), and serves to dispel the notion that Youth Apprenticeship tracks students into non-professional or low-skill occupations.

4. The program also provides direct access to relatively high wage employment opportunities that are directly related, for approximately 70% of the graduates, to their youth apprenticeship studies. The percentage of graduates earning higher wages increased considerably from 1996 to 1997. For example, the percentage of graduates earning more than \$10 per hour jumped from 3% to 16%.
5. Consistently over the past two years, nearly 80% of the graduates indicate that the skills they acquired through the Youth Apprenticeship program have “prepared them well” for the positions they currently hold.
6. The graduates indicate that the program has eased their transition from school to work by reducing the amount of additional training required for them to hold their current position.
7. Technical, basic academic, and interpersonal skills acquired through the Youth Apprenticeship program are cited with equal importance, as skills that are frequently applied in graduates’ current workplaces. The mutual reinforcement gained by linking the theory and practice of key skills continues to be an important hallmark of the program’s success.
8. Consistent with the data provided by the 1995 graduates, the class of 1996 is extremely satisfied with the overall Youth Apprenticeship program. Well above 90% of the respondents rated their satisfaction with the program at the highest two points on the 5-point scale used in 1996 and the 4-point scale used in 1997. More than 95% of the graduates from both years indicate they would participate again in the program if provided the opportunity to do so. These data suggest that the program has far-reaching benefits for the broad range of students who participate, as well as for students from the growing array of youth apprenticeship program options.

## **Conclusions**

Overall, the findings emerging from the 1996 Youth Apprenticeship Follow-up Survey study suggest that the program is highly regarded by the rapidly growing number of students who complete it each year.

The study findings lead to four major conclusions:

- C 1996 YA graduates are overwhelmingly satisfied with the impact that the program has had on their post high school experiences.
- C Participants from the classes of 1995 & 1996 were consistently satisfied with having made an informed career choice.

- C Compared with high school graduates nationally, program graduates have a distinct advantage in terms of entering both the workforce and postsecondary education and training.
- C Through the structured work-based and school-based curriculum, the youth apprentices are gaining a wide range of employability skills that other high school graduates may not be acquiring.

## **Recommendations**

The following general recommendations can be derived from the comments and suggestions of the respondents.

- C Continuous attention must be given to the learning opportunities and experiences provided in the workplace to ensure that all students benefit from what the graduates regard as the most powerful component of the program.
- C Ensure the curriculum is up-to-date from a technical standpoint and delivered in ways that would make the school based learning more relevant. As new technologies and other changes enter the workplace, it is important to update the content of the apprenticeship courses so that students have a chance to learn skills that can be reinforced in the workplace learning situations.
- C Local education and business leaders should begin to examine more closely the outcomes that have been generated by the youth apprenticeship programs and consider the various ways in which this learning design might inform and strengthen high school programs across Wisconsin. Leaders should disseminate more aggressively the benefits and outcomes of work-based learning to parents and legislators.

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## Overview

In 1992, the need for a highly skilled workforce for Wisconsin's rapidly changing workplaces served as the major impetus for creating the Wisconsin Youth Apprenticeship Program. To compete in the highly technical, global economy, employers have reiterated on a state and national level the importance of new and higher levels of academic and technical skills in both the manufacturing and service sectors (Governor's Commission on Skills for the 21<sup>st</sup> Century, 1991; U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS), 1991). To date, 15 two-year statewide Youth Apprenticeship programs, each with a common school and work-based curriculum developed in consultation with industry experts, have been developed and implemented. Since 1994, approximately 600 high school graduates have been awarded a Certificate of Occupational Proficiency by the Department of Workforce Development.

As graduates enter the workforce and pursue postsecondary education, their experiences and assessments of the program are extremely valuable. Their views are important to improving the program at the state and local levels. They also can assist parents, high school students, counselors, and educators in understanding the benefits and limits of each program. Most importantly, the graduates' reflections enable state policymakers to understand the full impact of the program from the perspective of one of the primary customers--the student.

The youth apprentices graduating in 1996 were surveyed on two occasions--first in October 1996 and again in July 1997. The October survey was designed to gather their assessment of the program, as well as their early post-graduation plans<sup>1</sup>. The one-year follow-up survey was mailed in July 1997 directly to the 170 individuals who received Certificates in June--August, 1996, this survey was designed to:

1. Assess graduates' views of the benefits and impact of the program.
2. Identify the post high school status of graduates.
3. Examine trends in the experiences of youth apprentices by comparing the 1996 and 1995 survey results.

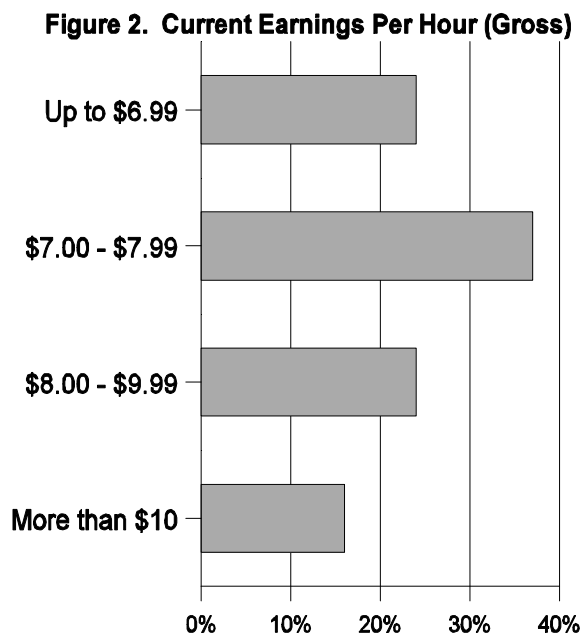
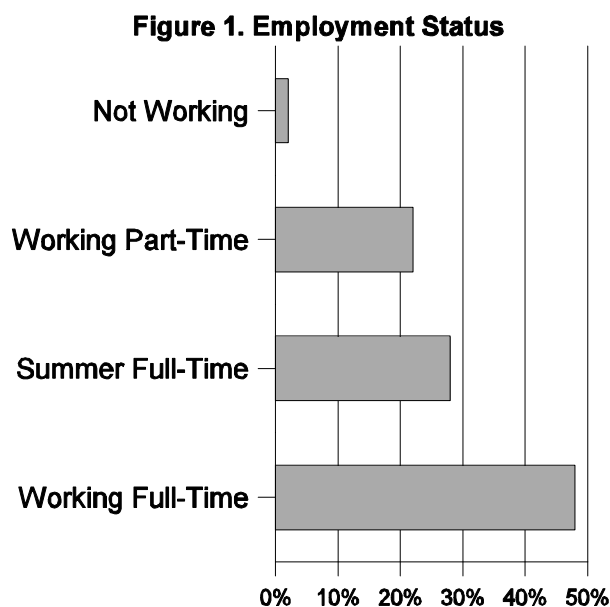
An eight page survey (see Appendix A) was mailed in early July 1997 to 170 graduates and eighteen surveys were returned as non-deliverable (no forwarding address). Following a second follow-up mailing and completion of a few telephone interviews with a small sample of non-respondents, useable surveys were received from 98 graduates. Ultimately, responses were received from 57.6% of the graduates. The responses were checked for patterns of potential bias. Overall, the response rates are consistent across different programs, as well as male/female respondents and those from different ethnic backgrounds. For a sample size of 170 and a response rate of 57.6%, the survey provides a level of precision of +/- 7.5% at the 95% confidence level. Thus, the survey findings accurately reflect the views and experiences of the vast majority of 1996 Youth Apprenticeship graduates.

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## Employment and Postsecondary Education Status

Overall, the 1996 graduates were quite successful in both their employment and educational pursuits in the year following their graduation. As noted in Figure 1, nearly 98% continued to work following graduation in some capacity ranging from full-time for several months to part-time and summer work. Fifty-seven percent reported they were currently working for one of their youth apprenticeship employers, and 90% of the respondents had been offered positions upon graduation. Figure 1 also indicates that at the time of the survey nearly half (48%) were working full time, while 28% were working full time in the summer but intending to reduce their employment to part-time in the fall. Only 2% were not currently working.

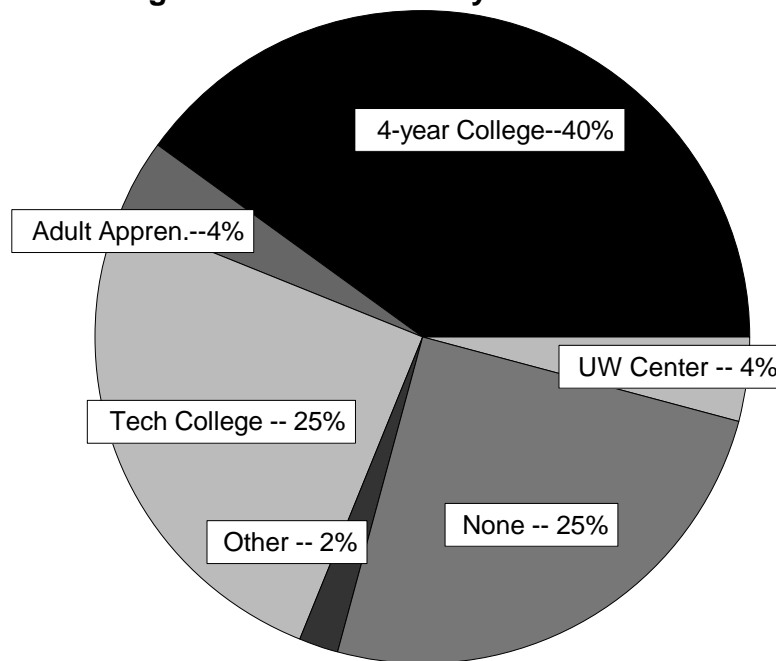
When asked to indicate their hourly wages in their present job, the average reported wage was \$7.75 per hour. Sixteen percent said they were earning in excess of \$10 per hour roughly one year after graduating from high school (see Figure 2).



National figures show 65% of 1996 high school graduates enrolled in college. Of those going on to 2 and 4-year colleges, 46% participated in the labor force. Of the 35% of 1996 high school graduates who did not enroll in college -- 78% participated in the labor force (U.S. Department of Education, 1997).

Nearly 75% of the apprentices from the Class of 1996 indicate they have been actively pursuing postsecondary education and training following graduation. Figure 3 suggests that 40% of the graduates had enrolled in a four year university or college, while 33% have taken up studies in a technical college, two year campus of the UW System (e.g., UW Center) or adult apprenticeship. The technical college choices include technical associate degree programs, as well as diploma, and certificate programs. A small number of students (2%) are seeking other training. Clearly, students are aggressively pursuing a range of postsecondary and higher education programs that appear aligned with their youth apprenticeship programs.

**Figure 3. Postsecondary Enrollment Status**





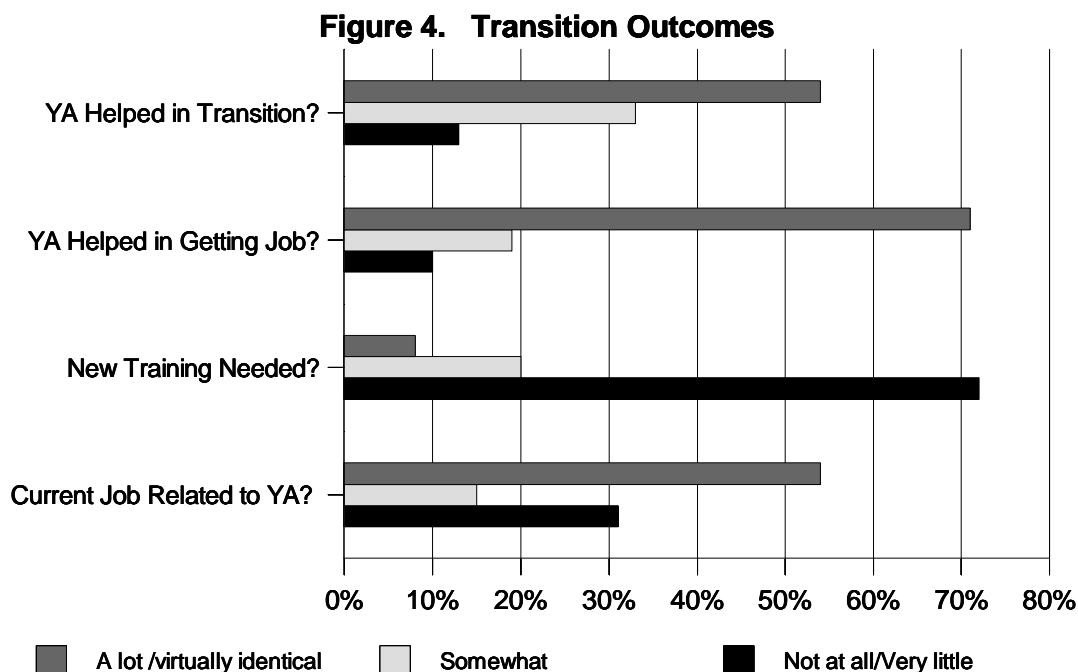
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## Impact of the Program on Transitions from School to Work and Future Opportunities

The 1996 graduates are excelling in their pursuit of both workplace experiences and further education following high school. Three out of four graduates indicate that they are enrolled in postsecondary education( e.g., four year college or university, technical college or two year campus, adult apprenticeship) and about half 48% are working full-time. Hourly wages reported by the graduates indicate an average of \$7.75 per hour. The Youth Apprenticeship program has helped the graduates transition to where they are by teaching them transferable skills and knowledge, their work-based experiences have assisted them in obtaining their current employment status.

One of the major goals of the Youth Apprenticeship program is to teach transferable as well as industry specific skills and knowledge. To address the extent to which this goal is achieved, graduates were asked a number of questions concerning their transition from high school to the workplace and college. Several survey questions also asked about the extent to which they have been able to apply the various knowledge and expertise gained via the Youth Apprenticeship program.

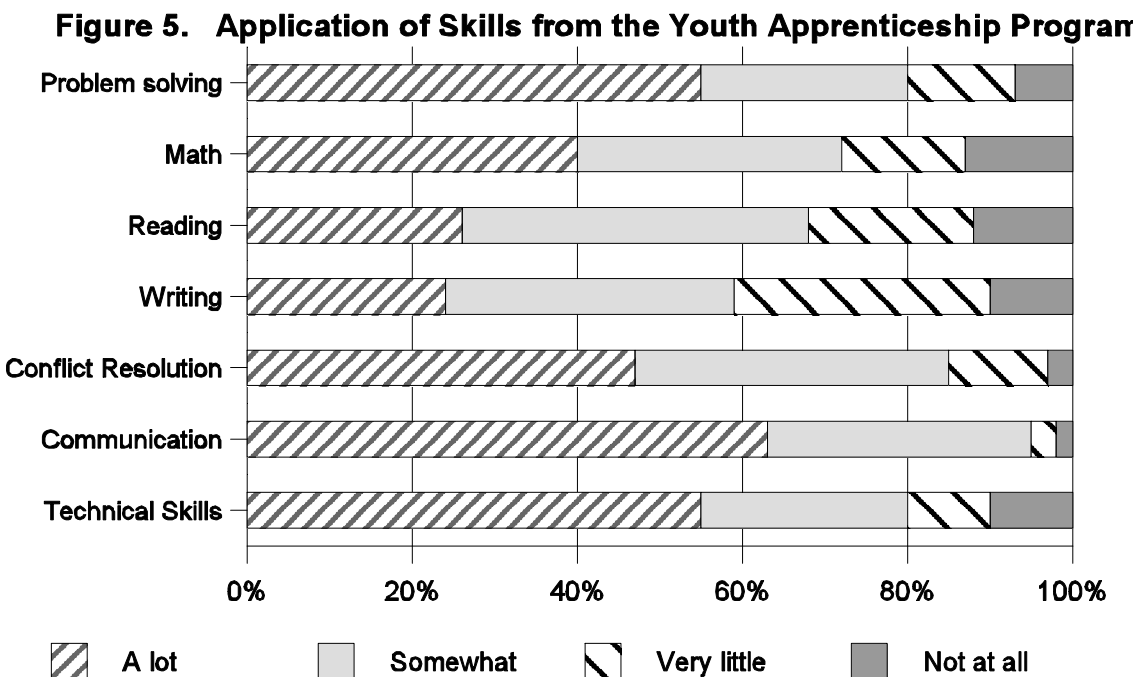
Figure 4 provides the responses to questions that describe the various transitional benefits the Youth Apprenticeship program has provided as students left high school. When asked, “To what extent has the program aided in the transition to where you are now?” -- 87% responded “a



lot” or “somewhat”. When asked about the extent to which they needed retraining or new training at their present employer, only 7% said “a lot”.

When asked about the relationship of their current job to the focus of their youth apprenticeship, 69% said their work was “virtually identical” or “closely related”. Ninety percent (90%) acknowledged that the youth apprenticeship experience was “somewhat” or “a lot” of help in obtaining their current job.

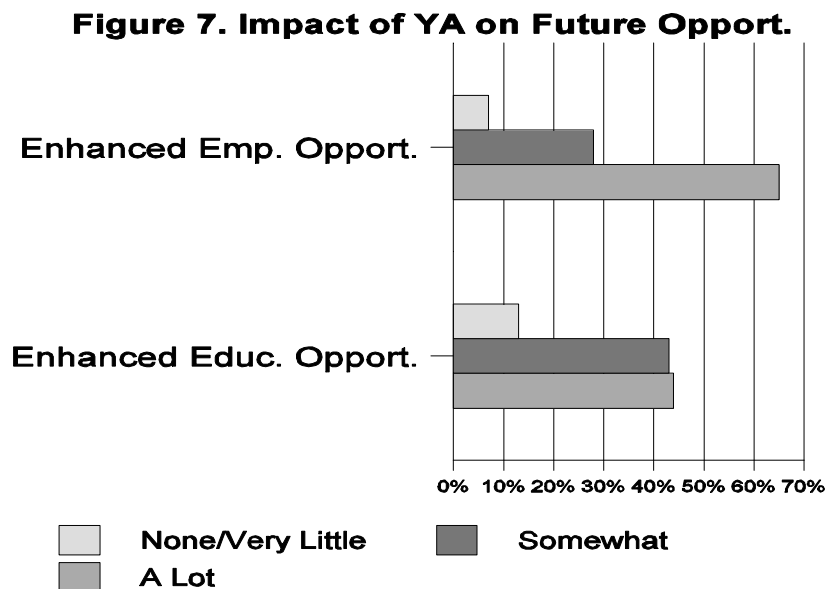
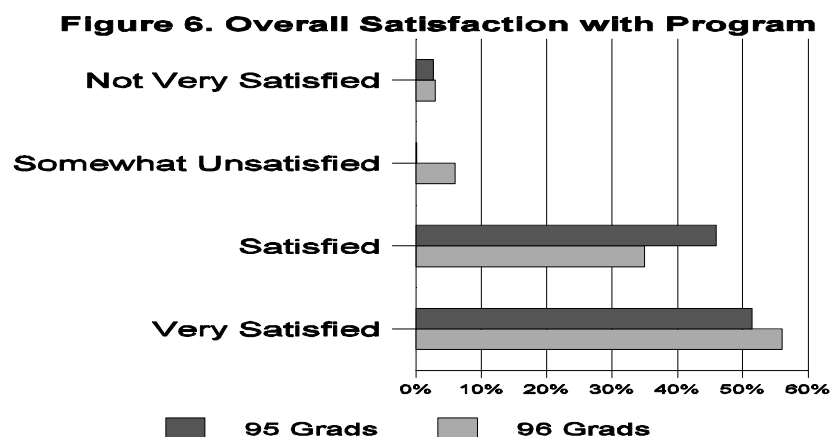
Further, the direct application of technical and other skills in their current workplaces reveals important facets of apprenticeship programs for young adults. When asked about the extent to which certain skills are required and used in their current work (whether in college or on a job), the vast majority of graduates confirmed the importance of skills in: interpersonal communication, conflict resolution, technical competence, problem-solving, and mathematics (see Figure 5). Reading and writing skills were also reported as having a lot or some application by 68% and 59% of the graduates respectively.



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## Satisfaction with the Program

One year after graduating, former youth apprentices have a very high regard for the program. As noted below, 91% of the graduates say they are “satisfied” or “very satisfied”(Figure 6), and 95% would participate again if asked or provided the opportunity. Compared with the 1995 graduates, the 1996 graduates are slightly more satisfied with their overall program experiences. The 1996 youth apprentices also believed strongly that the Youth Apprenticeship program had significantly enhanced both their future employment and educational opportunities. More specifically, when asked about the degree to which their Youth Apprenticeship had enhanced their employment prospects, 93% said “somewhat” or “a lot” (Figure 7). Regarding the impact of the program on their postsecondary education opportunities, 87% gave the same two replies.

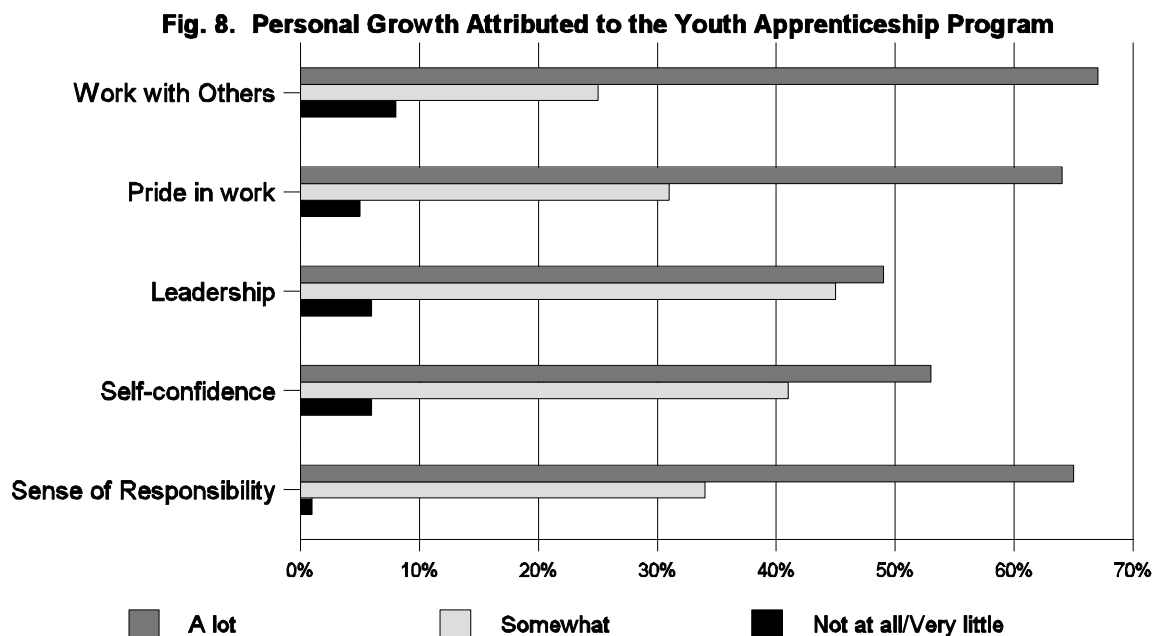


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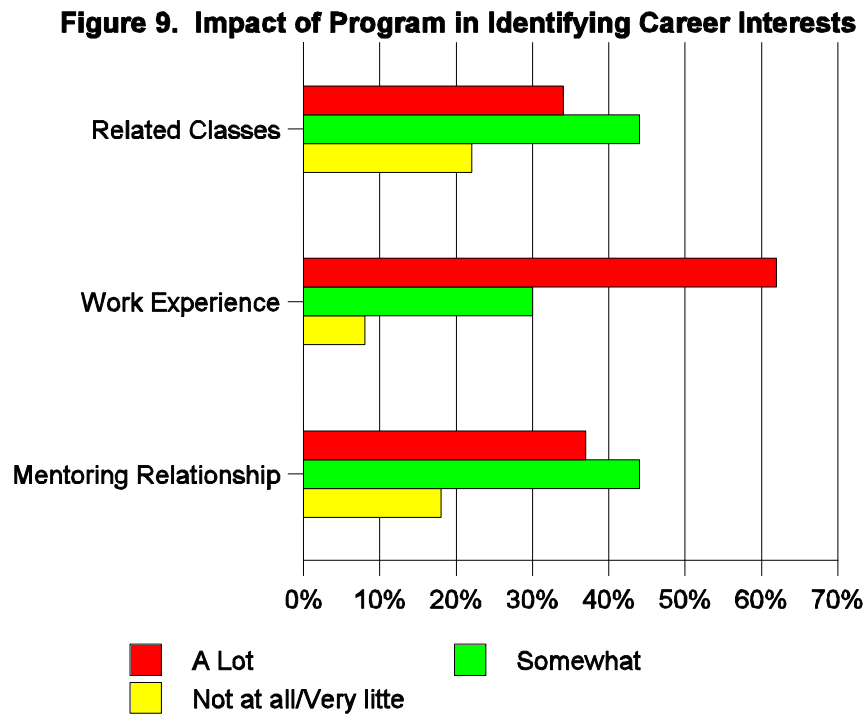
## Personal and Career Development

From the perspective of the 1996 graduates, several key benefits emerged from the program in two additional important areas--career development and interpersonal skills. Both of these areas are deemed crucial to successful school to work transition, but generally are disregarded by the formal curriculum in most high schools. While counselors and teachers are providing increased attention to the importance of career planning and exploration in high schools, the time and resources devoted to this objective remain somewhat limited.

The Youth Apprenticeship program has significant benefits in areas related to self-concept enhancement, leadership development, teamwork skills and related interpersonal skills. When asked about the degree to which their youth apprenticeship experience enhanced these skills (see Figure 8), more than 92% of the respondents cited “somewhat” or “a lot”.



In addition, students identified three elements of the youth apprenticeship program as providing “somewhat” or “a lot” of benefit in identifying and/or affirming their career interests. The actual hands-on work experience, the mentoring relationship, and the related technical courses were all rated as beneficial by 78% or more of the graduates one year later (see Figure 9).



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## Trends and Student Insights

### Accomplishments

Like the Youth Apprenticeship Class of 1995, the 1996 graduates are excelling in their pursuit of both workplace experiences and further education following high school. Graduates from both 1995 and 1996 report that they have enrolled in postsecondary education programs at relatively high rates. For many graduates the program enhanced their accomplishments through valuable work experiences, advanced credit standing, and acquiring a comprehensive set of skills. These skills were of considerable value, particularly when compared to those of other high school graduates entering the same industry. The completion of the Youth Apprenticeship program offered some graduates the opportunity to earn higher initial wages, and provided a smooth transition into their career fields over the past year. The former apprentices offered a number of insightful comments regarding how the program had enhanced their college and work experiences following high school.

- |   |  |
|---|--|
| C | <i>The wide range of required training that gave me much more experience than the average employee and made me an asset to the industry.</i>   |
| C | <i>. . . the on-the-job training helped me in a big way. I gained so much knowledge at my job, that when I graduated I started making a good hourly wage right away because of how knowledgeable I had become.</i>   |
| C | <i>The Youth Apprenticeship Program opened doors to my future. It allowed me to learn many departments in a bank, and it gave me college credit while doing so. It helped me decide that the field of finance is very interesting and what I'd like to do in the future.</i> |
| C | <i>Getting the extra credits to use at XXX instead of taking classes I already know about.</i>   |
| C | <i>It taught me responsibility and time management which have really helped me carry out my job.</i>   |

### Program Impact, Benefit and Satisfaction

Consistently over the past two years, nearly 80% of the graduates indicate that the skills they acquired through the Youth Apprenticeship program have “prepared them well” for the positions they currently hold. Graduates from both 1995 and 1996 report that they are extremely satisfied with the overall youth apprenticeship program. Well above 90% of the respondents rated their satisfaction with the program at the highest two points on the 5-point scale used in 1996 and the

4-point scale used in 1997. These data suggest that the program has wide ranging benefits for the broad range of students who participate, as well as for students from the growing array of youth apprenticeship program options.

When asked to comment about the most valuable aspects of the Youth Apprenticeship program, graduates most frequently offered statements like those listed below. These comments suggest that students find several aspects of the Youth Apprenticeship to have been helpful a year later. Consistent with the ratings cited in the follow-up study of the 1995 graduates, the 1996 graduates noted the significant benefits of the work experience, as well as learning through real world experiences, and interacting with adults.

- C     *The on job training--I learned a lot from my mentor.*
- C     *I found that taking classes that directly applied to a field of my interest helped me improve my grades and concentrate more on what I was doing.*
- C     *The ability to work with adults and solve problems.*
- C     *I found that the best part of being in this program is the easy transition*

In addition, the 1996 graduates were invited to offer comments on the areas in which the program could be improved. Of the 98 graduates who returned surveys, 70 provided responses to the question asking, *In what ways do you feel the Youth Apprenticeship program could be improved?* (See Appendix B for the complete listing of comments provided by the respondents.). The responses revealed several themes suggesting specific recommendations for how the program could be strengthened. However, the most frequently cited recommendation was, in fact, a compliment to the quality of the overall program. Sixteen respondents said that: *no changes or improvements are needed, the program is fine as is.*

A second major theme cited by 14 respondents suggested that some facet of the technical instruction could and should be improved. Comments ranged from general suggestions (*e.g., classroom studies should have more hands-on experiences, make the classroom instruction more interesting*) to specific suggestions aligned with particular technical fields (*e.g., include more CNC, spend more time with the engineers in the Manufacturing Machining program*).

Nine graduates suggested that communication about the program between students, parents, employers, mentors, and educators could be enhanced. Typical comments supporting this recommendation included: *the workplace needs to be more informed, school liaisons should be more involved and knowledgeable, more close knit ties between the teachers and the mentors at the workplace.*

Closely related to the communication issue was the recommendation that the training program for mentors be strengthened. Between eight and ten respondents (about 10% of those returning surveys) felt that communication between the teachers and program leaders and the mentors at each worksite was an important concern. A set of typical comments suggested: *non-trained mentors should be more aware of the youth apprentices' role, make sure the employer understands the student is there to train and is not just an extra body.*

### **Personal and Career Development**

Data from the 1995 and 1996 graduates indicate that career development outcomes are a vital part of the program. This two-year program provides a substantially broad and in-depth view of a particular industry/career major, which confirms or identifies for students the focus of their post-high school employment and advanced career study.

The personal growth and development experienced by youth apprentices and noted in recollections one year later is substantial. For example, 97% of the 1995 graduates indicated the program had helped them to develop interpersonal and communication skills in the workplace. Ninety-two percent of the 1996 graduates said the program had been beneficial in developing their ability to work well with others. One year after leaving high school and the Youth Apprenticeship program, graduates offered some interesting insights regarding the personal and career planning benefits of the apprenticeship experience. A sampling of comments is provided below.

- |   |  |
|---|--|
| C | <i>It allowed me to experience my chosen career path earlier than most. I was further able to sample the fields of interest and make important decisions for the future.</i> |
| C | <i>It gives a person a chance to explore career opportunities before they dedicate themselves to a particular field.</i>   |
| C | <i>It helped me decide what major I wanted to pursue in college. I also grew in confidence and self-esteem which made college much easier to handle.</i>                     |
| C | <i>I learned a lot in the program; and it opened a lot of opportunities for me. It helped me identify my career interests.</i>   |
| C | <i>Learning that this was not the field I wanted to be in for the rest of my life was the most valuable aspect of the program.</i>   |
| C | <i>The program gave me the chance to become more responsible as a student, and it was valuable because I will always have experience to fall back on if necessary.</i>       |
| C | <i>The whole program helped me put my life in order. Without this program who knows what I would be doing now.</i>   |



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## Key Findings and Trends

1. Like the Youth Apprenticeship Class of 1995, the 1996 graduates are excelling in their pursuit of both workplace experiences and further education following high school. For both groups, 3 out of 4 indicate they are enrolled in postsecondary education, and about half (46-48%) are also working full-time.
2. As the range of program graduates has broadened from two programs in 1995 (printing and financial services) to graduates from nine programs in 1996, the rates at which students are employed and going on to college remain the same.
3. Graduates from both 1995 and 1996 report that they have enrolled in postsecondary education programs at relatively high rates. In both years, approximately 38-40% of the graduates indicated they had enrolled in a four-year college, while only 25-27% indicated that they had not enrolled in further education or training. The high rate of reported enrollment in programs at four year colleges and universities (40%) matches the national average for all high school graduates in 1993 (41%), and serves to dispel the notion that Youth Apprenticeship tracks students into non-professional or low-skill occupations.
4. The percentage of graduates earning higher wages increased considerably from 1996 to 1997. For example, the percentage of graduates earning more than \$10 per hour jumped from 3% to 16%.
5. In the graduates' view of the past year, the program has eased their transition from school to work by reducing the amount of additional or retraining required for them to hold their current position. The program also provides direct access to relatively high wage employment opportunities that are directly related, for approximately 70% of the graduates, to their youth apprenticeship studies.
6. Consistently over the past two years, nearly 80% of the graduates indicate that the skills they acquired through the Youth Apprenticeship program have "prepared them well" for the positions they currently hold.
7. Technical, basic academic, and inter-personal skills acquired through the Youth Apprenticeship program are cited with equal importance, as skills that are frequently applied in their current workplaces. The mutual reinforcement gained by linking the theory and practice of key skills continues to be an important hallmark of the program's success.
8. Consistent with the data provided by the 1995 graduates, the class of 1996 is extremely satisfied with the overall youth apprenticeship program. Well above 90% of the respondents rated their satisfaction with the program at the highest two points on the 5-point scale used in 1996 and the 4-point scale used in 1997. More than 95% of the graduates from both years indicate they would participate again in the program if provided

the opportunity to do so. These data suggest that the program has wide ranging benefits for the broad range of students who participate, as well as for students from the growing array of youth apprenticeship program options.

9. Informal comments by graduates reveal that various aspects and outcomes of the program are seen as very beneficial a year after graduating from high school. The opportunities for real world learning in the workplace is viewed as having numerous benefits, including the teaching of self responsibility, affirming general career field interests, and providing personal networks leading to future career prospects.
10. Data from the 1995 and 1996 graduates indicate that career development outcomes are a vital part of the program. In 1995, 90% said that the program provided valuable career information, focus, and direction, while 92% of the 1996 graduates cited the work experience as quite helpful in confirming career interests. This two-year program provides a substantially broad and in-depth view of a particular industry/career major, which confirms or identifies for students the focus of their post-high school employment and advanced career study.
11. The personal growth and development experienced by youth apprentices and noted in recollections one year later is substantial. For example, 97% of the 1995 graduates indicated the program had helped them to develop interpersonal and communication skills in the workplace. Ninety-two percent of the 1996 graduates said the program had been beneficial in developing their ability to work well with others.

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## Conclusions

Overall, the findings emerging from the 1996 Youth Apprenticeship Follow-up Survey study suggest that the program is highly regarded by the rapidly growing number of students who complete it each year. Generally speaking, program graduates reveal that the program provides high quality experiences that are beneficial in pursuing both careers and college. Graduates cite a number of key elements from the program that were instrumental in their post-high school success during 1996-97. Among the most frequently cited and most valuable skills were teamwork, interpersonal communication, and other skills and insights gained through the on-site work experience. Other aspects of the program receiving high marks were: the technical and related academic skills provided by the connected curriculum and the work-based learning experiences, the career exploration opportunities, and the advantages provided by working closely with adults in interesting and challenging career fields.

The vast majority of the graduates (more than 95%) say they would enroll in the program again, and many would highly recommend it to their peers. More than 85% say they are satisfied or very satisfied with the program, and confirm that the program has aided in the transition to their current position in the workplace or college. Regardless of whether they chose to go to college, to work, or a combination, they find that the program experiences have enhanced their earnings and employment potential, their sense of confidence in having selected an initial career field, their sense of self responsibility, and their ability to work well with others.

Overall, the study findings lead to four major conclusions:

1. Similar to the findings in the one-year follow-up of the 1995 graduates, the evidence from the Class of 1996 suggests clearly and strongly that graduates are overwhelmingly satisfied with the impact that the program has had on their post high school experiences. Regardless of whether they chose to go to college, to work, or a combination, graduates find that the program experiences have enhanced their earnings and employment potential, their sense of confidence in having selected an initial career field, their sense of self-responsibility, and their ability to work well with others.
2. Satisfaction with career choices is one of the dominant and consistent findings from the Classes of 1995 and 1996. Typically, only about half of the students who enter four-year universities actually complete their degrees over a 5-10 year period. In addition, many high school graduates tend to “mill around” in a variety of low-wage jobs before making a decision to pursue technical skills through a community or technical college or a business, trade, or technical institute. Both the comments and questionnaire data provided by the Youth Apprenticeship graduates suggest that this is less likely to be the case for them. Graduates from the Class of 1996 argue that the program was instrumental or very helpful in the transition to their current job or postsecondary education major. Nearly 93 percent indicated that the work experience acquired through their apprenticeship had a substantial impact on identifying their career interests. The apprenticeship offers youth a set of experiences in which they can gather valuable insights regarding their aptitudes, interests, and abilities before leaving high school.

3. Program graduates have a distinct advantage in terms of entering both the workforce and postsecondary education and training. Twenty-eight percent of the graduates who chose to enroll in one of Wisconsin's technical colleges indicated they had received advanced standing credits. Upon graduation from the various programs, students can receive 6-12 advanced standing credits in technical college occupational courses.

Ninety percent of the graduates were offered a position by their employer following high school graduation, and held jobs during 1997 with an average hourly wage of \$7.75. According to the U.S. Bureau of the Census (1996), the median hourly earnings of workers ages 16-19 years of age was \$5.04. While data are not available for June 1997, a 5% increase would place the median wages at \$5.29, which is still more than \$2.00 below the average wages earned by the Class of 1996. Regardless of whether they chose to work or go to college following high school graduation, the youth apprentices clearly have the advantages that other high school graduates do not.

4. Through the structured work-based and school-based curriculum, youth apprentices are gaining a wide range of employability skills that other high school graduates may not be acquiring. Approximately one year after leaving high school, a substantial majority of the graduates (more than 75%) indicate they are applying the following skills: problem solving, interpersonal communication, conflict resolution, mathematics and technical skills -- all of which were acquired in the Youth Apprenticeship program. These soft skills are important elements of the "new basics" that employers and economists have cited as critically important for new workforce entrants (Murnane and Levy, 1996; Secretary's Commission on Achieving Necessary Skills, 1992).

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## Recommendations

As the Wisconsin Youth Apprenticeship program moves into its sixth year of operation, a number of recommendations merit consideration. The following general recommendations can be derived from the comments and suggestions of the respondents.

1. Continuous attention must be given to the learning opportunities and experiences provided in the workplace to ensure that all students benefit from what the graduates regard as the most powerful component of the program. The mentor training program provided at the local level should ensure that: mentors are carefully selected, students are rotated regularly for learning experiences and not relegated to production work, mentors educate other supervisors at the worksite with whom the students work and interact, and that mentors involve other co-workers and supervisors when completing performance evaluations of apprentices.
2. The overall quality of the programs is also dependent on the technical content of the curriculum and related classes. Several graduates suggested both general and specific curriculum improvements that would ensure the curriculum is up-to-date from a technical standpoint and delivered in ways that would make the school-based learning more relevant. More specifically, the suggestions for program curriculum included:
  - C Make the classroom instruction more interesting and challenging, integrate the curriculum where appropriate.
  - C Include more hands-on learning and less theory and history in the related classes.
  - C Add more related technical courses or content where appropriate, e.g., one graduate suggested that more electronics courses should be added to the auto technician program since increasingly computer electronics are found in new vehicles.

As new technologies and other changes enter the workplace, it is important to update the content of the apprenticeship courses so that students have a chance to learn skills that can be reinforced in the workplace learning situations.

3. The follow-up data from the 1995 and 1996 Youth Apprenticeship graduates clearly confirm the importance of work-based learning and the promise that such experiences hold for improving learning opportunities and outcomes for all students in high school. Many of the most significant outcomes that Youth Apprenticeship graduates report (e.g., relatively high rates of college attendance, relatively high wages per hour, effective transitions from high school to college and/or work, opportunities to explore and confirm career options, and opportunities to apply and further develop skills related to teamwork, problem-solving, interpersonal communication, and technical expertise) are often cited by economists, policymakers, as well as business and university leaders as the skills and competence that ALL high school graduates should develop. When high quality work experiences are integrated with related technical instruction and guided by career and employment training plans, as they are in the Youth Apprenticeship program, the program becomes much more than a workforce preparation strategy. As David Stern (1997)

suggests, high quality work-based learning programs demonstrate the capacity to serve multiple purposes for high school students:

- C        Acquiring knowledge and skill in a particular industry or cluster of occupations
- C        Exploring and planning career options
- C        Learning all aspects of an industry and its role in the American economic system
- C        Increasing personal and social competence for working and adult life
- C        Enhancing students' motivation and academic achievement.

Given the wide range of positive outcomes associated with the Youth Apprenticeship program, local education and business leaders should examine ways to expand the program and use elements of the design in educational reform efforts.

- a. Initially, an aggressive strategy should be developed for expanding the number of: businesses involved, students enrolled, and communities with Youth Apprenticeship programs. .
- b. Local and state leaders should consider ways to incorporate some of the key elements of the program in other local school-to-work and educational reform initiatives. For example, employers and their youth apprentices might develop job shadowing experiences for 9<sup>th</sup> and 10<sup>th</sup> grade students. Some youth apprenticeship employers might be interested in developing shorter cooperative education programs, which would provide a larger number of high school students with structured work experience opportunities. Selected Youth Apprenticeship curriculums should be examined by other educators at the high school and college level for textbooks, teaching methods, problem- or project-based learning experiences which illustrate the application of mathematics, science, and communication skills in real world contexts. These three examples illustrate various ways in which the Youth Apprenticeship learning design might inform and strengthen high school programs across Wisconsin. Leaders should also begin to disseminate more aggressively the benefits and outcomes of work-based learning to parents and legislators.

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## End Notes:

1. A detailed tabulation of the October 1996 survey results can be obtained from the Division on Connecting Education and Work, Department of Workforce Development, 608-267-7210.

**Appendix A: WISCONSIN YOUTH APPRENTICESHIP ( *July, 1997* )  
ONE YEAR FOLLOW-UP SURVEY OF 1996 GRADUATES**

**Instrument and Summary Responses**

**INSTRUCTIONS:** Enclosed is a survey designed to help evaluate the Youth Apprenticeship Program from which you graduated in 1996. You may have filled out a survey like this one about a year ago, but your new perspective having graduated one year ago is particularly valuable in assessing the strengths and weaknesses of the program. We sincerely thank you for taking the time to fill out the survey, as information you provide will be used by various agencies to make the Wisconsin Youth Apprenticeship the best it can be. Please accept the enclosed one dollar bill as a sign of our appreciation. This survey should take approximately fifteen minutes to complete. All responses will be kept confidential unless you sign the release statement below.

**RELEASE STATEMENT**

☐ **Yes,** you are welcome to quote any of my comments in the state newsletter, brochures, and other materials about the Youth Apprenticeship Project. (If so, please sign below):

**SIGNATURE:**\_\_\_\_\_ **DATE:**\_\_\_\_\_

**PHONE:** ( ) \_\_\_\_\_

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Is your address on the label correct? ☐ Yes ☐ No

If the information is not correct, please let us know your correct address and make any changes as necessary:

New Address/changes

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



A. **WHAT ARE YOU DOING NOW?** Now that you have been out of the program for a year, we are interested in hearing what you are presently doing regarding employment and education.

1. Which of the following best describes your relationship with your Youth Apprenticeship employers from the time you graduated until now?

**74%** I continued working for one of my employers after graduation, if even for only a few months

**10%** I was not offered a position with any of my employers

**16%** I was offered a position with one of my employers, but I decided not to take the job

If you decided **not** to take a job that was offered to you by a Youth Apprenticeship employer, please describe **why**:

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2. Are you *currently* working for one of your Youth Apprenticeship employers?

**57%** Yes                      **43%** No

3. What is your current employment status?

**48%** Working full time

**22%** Working part time

**28%** I am working full-time for the summer but will work only part-time in the fall

**2%** Not currently working (**If you choose this answer, please go directly to Question #9**)

4. To what extent is your current work related to your training in the Youth Apprenticeship Program? (An example: current work as an auto service technician would be *virtually identical* to training in the Auto Technician Program, but work as a fast-food manager would be *not related at all* to training in Auto Collision.)

**MEAN=3.11**

Not related at all	Somewhat related	Closely related	Virtually identical
<b>13%</b>	<b>18%</b>	<b>15%</b>	<b>54%</b>
(if you choose this answer, please go directly to question #6)			

5. To what extent do you feel your Youth Apprenticeship experience helped you obtain this job?

**MEAN=3.55**

Not at all	Very Little	Somewhat	A Lot
<b>6%</b>	<b>5%</b>	<b>19%</b>	<b>71%</b>

6. To what extent are you applying in your current work the following skills emphasized in the Youth Apprenticeship Program?

Type of skill	not at all	very little	somewhat	a lot
<b>Technical</b>				
a. The technical skills learned in your particular field (e.g., printing, finance, etc.)	<b>10%</b>	<b>10%</b>	<b>25%</b>	<b>55%</b>
<b>MEAN=3.25</b>				
<b>Interpersonal</b>				
b. Communication skills with Coworkers/supervisors	<b>2%</b>	<b>3%</b>	<b>32%</b>	<b>63%</b>
<b>MEAN=3.55</b>				
c. Conflict resolution	<b>3%</b>	<b>12%</b>	<b>38%</b>	<b>47%</b>
<b>MEAN 3.29</b>				

d.	Writing	11%	31%	35%	24%
	<b>MEAN =2.73</b>				
e.	Reading	12%	20%	42%	26%
	<b>MEAN=2.83</b>				
f.	Math	14%	15%	32%	40%
	<b>MEAN=2.98</b>				
g.	Problem solving	7%	13%	25%	55%
	<b>MEAN=3.27</b>				

**MEAN=2.12**

Not at all	Very little	Somewhat	A lot
23%	49%	20%	7%

**MEAN=7.72**

<b>1%</b>	Less than \$4.75	<b>11%</b>	\$8.00 - \$8.99
<b>0%</b>	\$4.76 - \$4.99	<b>13%</b>	\$9.00 - \$9.99
<b>10%</b>	\$5.00 - \$5.99	<b>10%</b>	\$10.00 - \$10.99
<b>13%</b>	\$6.00 - \$6.99	<b>1%</b>	\$11.00 - \$11.99
<b>37%</b>	\$7.00 - \$7.99	<b>5%</b>	\$12.00 or more

9. Since graduation, which of the following educational programs, if any, have you enrolled in?

- 25%** Have not enrolled in school (**if you choose this answer, please go directly to question #11**)
- 4%** Enrolled in a technical college - adult apprenticeship program
- 1%** Enrolled in a technical college - certificate program (less than one year)
- 6%** Enrolled in a technical college - diploma program (one to two years)
- 18%** Enrolled in a technical college - associate degree program
- 4%** Enrolled in a two-year college (for example, UW Center)
- 40%** Enrolled in a four year college/university
- 2%** Other (such as a professional training school - for example, cosmetology, truck driving - please specify)\_\_\_\_\_

10. If you left the program stated in question #9 for any reason, please indicate **why**. Otherwise, please indicate that this question does not apply to you.

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☐ This question does not apply to me

11. If you enrolled in technical college after completing the Youth Apprenticeship Program, did you receive any advanced standing credits?

- 28%** Yes (How many credits? \_\_\_\_\_)
- 13%** No
- 58%** I did not enroll in a technical college

12. To what extent has participation in the Youth Apprenticeship Program aided in the transition to where you are now?

**MEAN=3.36**

Not at all	Very little	Somewhat	A lot
<b>5%</b>	<b>8%</b>	<b>33%</b>	<b>54%</b>

**LOOKING BACK:** We would like you to reflect back on your experience in the Youth Apprenticeship Program and answer the following questions:

13. What is your overall satisfaction with the Youth Apprenticeship Program?

**MEAN=3.43**

**3%** Not very satisfied

**6%** Somewhat unsatisfied

**35%** Satisfied

**56%** Very satisfied

14. Looking back, would you participate in the Youth Apprenticeship Program again?

**95%** Yes **5%** No

15. To what extent did the Youth Apprenticeship Program foster growth in the following areas?

	<u>NOT AT ALL</u>	<u>VERY LITTLE</u>	<u>SOMEWHAT</u>	<u>A LOT</u>
Sense of responsibility <b>MEAN=3.64</b>		<b>1%</b>	<b>34%</b>	<b>65%</b>
Self-confidence <b>MEAN=3.44</b>	<b>3%</b>	<b>3%</b>	<b>41%</b>	<b>53%</b>
Leadership ability <b>MEAN=3.41</b>	<b>2%</b>	<b>4%</b>	<b>45%</b>	<b>49%</b>
Pride in work <b>MEAN=3.56</b>	<b>2%</b>	<b>3%</b>	<b>31%</b>	<b>64%</b>
Ability to work well with others <b>MEAN=3.55</b>	<b>3%</b>	<b>5%</b>	<b>25%</b>	<b>67%</b>
Other (please specify: _____)				

16. To what extent did each of the following elements of the Youth Apprenticeship Program help you clearly identify your career interests?

	<u>NOT AT ALL</u>	<u>VERY LITTLE</u>	<u>SOMEWHAT</u>	<u>A LOT</u>
a. Mentoring relationship <b>MEAN=3.13</b>	<b>5%</b>	<b>13%</b>	<b>44%</b>	<b>37%</b>
b. Work experience <b>MEAN=3.51</b>	<b>3%</b>	<b>5%</b>	<b>30%</b>	<b>62%</b>
c. Related classes <b>MEAN=3.07</b>	<b>5%</b>	<b>17%</b>	<b>44%</b>	<b>34%</b>
d. Other (please specify: _____)				

**WHAT ARE YOUR FUTURE PLANS?** We are interested in asking you a few questions about how the Youth Apprenticeship Program may have affected your future plans and hearing any suggestions you may have for improving the program.

17. To what extent do you feel involvement in the Youth Apprenticeship Program has increased your future *employment* opportunities?

**MEAN=3.53**

Not at all	Very little	Somewhat	A lot
<b>5%</b>	<b>2%</b>	<b>28%</b>	<b>65%</b>

If you selected **not at all**, please explain why:

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18. To what extent do you feel involvement in the Youth Apprenticeship Program has increased your future *educational* opportunities?

**MEAN=3.25**

Not at all	Very little	Somewhat	A lot
<b>5%</b>	<b>8%</b>	<b>43%</b>	<b>44%</b>

If you selected **not at all**, please explain why:

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19. What did you like or find most valuable about the Youth Apprenticeship Program?

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20. In what ways do you feel the Youth Apprenticeship Program could be improved. Feel free to express any additional comments about the program. Please use the back side of this page if necessary.

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21. What do you see yourself doing in five years (employment, education, etc.)?

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**YOUR BACKGROUND:** Finally, we would like to learn about your background.

22. How much education *beyond high school* have the following members of your family completed? Please fill in one box for each individual.

		<i>None</i>	<i>Up to 2 years of Technical College</i>	<i>2 to 4 years of College/Univ.</i>	<i>More than 4 years of University</i>	<i>Don't know or N/A</i>
a.	Mother <b>MEAN=1.86</b>	<b>48%</b>	<b>23%</b>	<b>23%</b>	<b>4%</b>	<b>1%</b>
b.	Father <b>MEAN=1.78</b>	<b>55%</b>	<b>23%</b>	<b>12%</b>	<b>8%</b>	<b>2%</b>
c.	Step mother	<b>37%</b>	<b>5%</b>			<b>58%</b>
d.	Step father	<b>48%</b>	<b>4%</b>	<b>9%</b>	<b>4%</b>	<b>30%</b>
e.	Guardian	<b>25%</b>	<b>8%</b>			<b>67%</b>
f.	Sibling with most formal schooling					

23a. What was your final high school grade point average (G.P.A.)? **3.33**(For those on a 4 point scale.)

23b. What was the scale your school used to compute your G.P.A.?

☐ Four point scale      ☐ Five point scale      ☐ I do not know      ☐ Other \_\_\_\_\_

**Thank you again for taking time to complete this survey. Please return it in the postage-paid envelope by July 30, 1997.**



## **Appendix B:        Respondents Comments on Open Ended Questions**

### **19. What did you like or find most valuable about the Youth Apprenticeship Program?**

1.        (1) Learning what I do and do not want to do in my future career.
2.        (3) I liked being able to work and learn in the work environment, it helps to understand things better.
3.        (8) Learning that this was not the field I wanted to be in for the rest of my life.
4.        (9-2) I was able to learn hands on and learn what the printing industry is all about. I also was not obligated to stay at XXX Printing, I can go anywhere with the training I received. Also, I received some directions for myself, I didn't know what I would do after high school until I got involved in this program.
5.        (10) It allowed me to experience my chosen career path earlier than most. I was further able to sample the fields of interest and make important decisions for the future.
6.        (10-2) I learned every detail of how a bank operates, that kind of knowledge helps me in my every day life, not just in my career or schooling.
7.        (11) Hands on training and the personal attention from instructor and employer.
8.        (12-2) The public speaking. Trying to get other businesses to support or get involved in being a member.
9.        (14) The program showed me what the insurance industry is about.
10.       (15-2) The way you could still work during going to school. A lot of places don't feel they need to work around you schedule so they won't hire you.
11.       (19) Learning things I did not already know and getting a chance to work hands on in the dealership where I work.
12.       (19) Going beyond the classroom, names-on learning. Experience.
13.       (21) I found that the on the job training helped me in a big way. I gained so much knowledge at my job, that when I graduated I started making a good hourly wage right away because of how knowledgeable I had become.
14.       (24) The experiences gained through working in the YAP were nothing that could have been taught in a classroom.

15. (26) The wide range of required training that gave me much more experience than the average employee (that also made me an asset to the industry).
16. (27) To be able to walk into a place and get a good job where it would very difficult to get without the Youth Apprenticeship.
17. (30.3) Insight into field- knowledge of field - w/o feeling trapped.
18. (32) The hands on experience I got.
19. (34) Work experience and knowledge in many areas.
20. (36) The hands on experience.
21. (38-2) Experience in work place and working with others.
22. (39-2) It gives a person a chance to explore career opportunities before they dedicate themselves to a particular field. It also gives a student a head start if they find their career while being financed in HS.
23. (40) Where I was working was great--the work was awesome--and the program helped out.
24. (47.3) On the job experience--better than classroom.
25. (48) The experiences looks wonderful on my resume.
26. (51) Just the extra help and opportunity being in the program.
27. (52-2) Working with an actual company and getting paid was very valuable, because it gave the kids the chance to see how companies are run and managed from start to finish.
28. (54) I found that the relationships I built with my mentors was the most valuable to me. Before I even graduated from high school, I received three job offers from three different Financial Institutions. All employment opportunities were through former mentors.
29. (55-2) The program gave me the chance to become more responsible as a student and it was valuable because I will always have experience to fall back on if necessary.
30. (57-2) I found that the best part of being in this program is the easy transition that is made from high school life to a real world work force.

31. (58-2) I got a jump on the work force.
32. (60) The Youth Apprenticeship Program opened doors to my future. It allowed me to learn many departments in a bank, and it gave me college credit while doing so. It helped me decide that the field of finance is very interesting and what I'd like to do in the future.
33. (61-2) The working and going to school.
34. (63-2) The chance to begin a career at a young age.
35. (64) Experience.
36. (66) I liked the work experience and my second year mentor. I didn't like the school schedule (2<sup>nd</sup> year) or my management at the bank I worked at. The actual person in charge (not my mentor) had no idea what was going on or what I was suppose to be learning. They just put me where it was convenient for them.
37. (67-2) Not every student has the opportunity to experience what the program offered. I learned more than I ever expected at the ages of 16-17. It was an overall great experience that hopefully will help me in my future.
38. (68) The "hands-on" experience was most valuable because most employers will look at that before they consider the schooling you've had.
39. (69-2) I am very pleased with the experience I received, especially the on-the-job training. I see the advantages I have over a lot of students my age.
40. (70) The work experience.
41. (71.3) Worksite, like program, but so disorganized wasn't even funny--didn't know which classes to take--why math, why typing? Wanted to know electrical, etc. Not enough actual skills--spread sheets--(useless) most felt same way in program...feel nothing well taught--pressed schooling too much...I don't need to know.
42. (74) Teacher relationships with XXX as well as technical classes.
43. (76) It gave me a head start. Gives me experience which employers like so they don't have to start from scratch.
44. (77) Get hands on experience on the job and training in all the different areas.
45. (78) Everything was great. I learned a lot in the program; and it opened a lot of opportunities for me. It helped me identify my career interests.

46. (82) It gave me job experience. I got the experience what the real world was about.
47. (84-2) The program brought me from flipping burgers to running high tech machinery and taught me how to find and get a good job.
48. (85) It helped me decide what major I wanted to pursue in college. I also grew in confidence and self-esteem which made college much easier to handle.
49. (87) The program taught my a lot about the medical field and what it takes to be a nurse. It has given me a solid background to look back at in the future in education and employment.
50. (89-2) I thought the program helped me see what was out there. It helped me decide on what I wanted to do. It also made me take on quite a few responsibilities, that otherwise I wouldn't have.
51. (90) The learning of all the areas.
52. (92) I liked being treated as an adult and having the responsibilities of an adult. It really helped me grow into a responsible, hard working adult!
53. (94) The people I met at XXX, they are still very valuable friends.
54. (96-3) Hands-on experience learning how to do--theory good--good combination.
55. (97) I was working hard--yet having fun! I learned a lot about all areas of working. I really enjoyed being able to work many hours while attending school.
56. (99-2) Working for 2 years in a mechanic shop. While still going to school.
57. (100) The on the job experience.
58. (102) It gave me another high step in the door of another Financial Institution. It benefitted me a lot and my future plans are headed in the right direction.
59. (104) I found that taking classes that directly applied to a field of my interest helped me improve my grades and concentrate more on what I was doing. I found that I tried harder to do the best I could and pay more attention to details.
60. (107) More work experience and knowledge.
61. (107-2) I found the most valuable skill was I got to work in the "real world" book tell/teach you a lot but unless you are out there you don't understand the field.

- 62. (108) Sense of responsibility, maturity.
- 63. (109) The program gave me a jump start in what I knew I wanted to do. It put me way ahead of a lot of people in my age group and older. As far as money and education.
- 64. (110) Work experience and knowledge in many areas.
- 65. (111) The work experience is the most valuable thing I received from the program.
- 66. (113) It gives you valuable work experience before you're out of high school and it's too late to decide what you want to do with your life.
- 67. (115) Half days of school, so I could work a couple of jobs and be able to by a new car.
- 68. (119-2) Small groups/one on one training coupled with on the job training so you see exactly where you will be applying what you learn.
- 69. (122-2) The whole program helped me put my life in order without this program who knows what I would be doing now.
- 70. (123) The opportunity to go out and work on the job.
- 71. (124) I found the work experience the most valuable part, because it made me take on responsibility that most people my age didn't have.
- 72. (125-2) The knowledge that one can acquire, the people that you meet, an experience that I will never forget.
- 73. (126) Extra money. Advanced equipment to work with learned advanced terminology that in HS classes I would not have learned.
- 74. (127) It helped me decide on a major for college. I first started to go for nursing, but now changed to occupational therapy because I saw both fields that would be the best for me. The program helped me to stand up for what I want and go for it. I know getting into the O.T. program is going to be tough, but I can do it!
- 75. (129) Getting the extra credits to use at NTC instead of taking classes I already know about.
- 76. (130) It taught me responsibility and time management which have really helped me carry out my job.
- 77. (132-2) Meeting and getting to know a lot more people, and the hands on work

experience.

78. (135-2) I think the most important thing I learned was actually just basic job skills. I learned how to work in a mature, adult environment. If I made a mistake it was ok. I'm just a student!
79. (139) The chance to work with several adult mentors. I was able to take something away from each of them.
80. (140) The work experience before the career so job hunting is cut down after college.
81. (141) It was the best thing to help me decide if I really wanted to choose a career in health care.
82. (143) On hands experience. I feel that is better than the book work you do at schooling. Makes it easier and a lot more interesting.
83. (146) The apprenticeship program changed my career plans. I was always thinking about going to college for chemistry. I found out the business world was where I wanted to belong.
84. (147) I found that the connection between the school and work relationship was most valuable.
85. (149) I found that the experience on the job site was most valuable.
86. (150) Ability to work with adults and solve problems.
87. (154) The work experience.
88. (156) Mainly helped me get a big head start on what I wanted to do for the next 40 years.
89. (157) The real world experience is the most valuable asset to the Youth Apprenticeship Program. The atmosphere and situation that you are placed in allows you to have so much responsibility and self-confidence. The Program really helps you mature and get ready for the real world after high school.
90. (158-2) The personal and professional relationship I had and still maintain with my mentor.
91. (161) Experience in a respected work place. People respect me and have confidence in me.

- 92. (163) Work with other and experience on the job training.
- 93. (164) I liked how I was able to work in every department of the bank, not just one or two areas.
- 94. (165) The on job training--I learned a lot from my mentor.
- 95. (168) It gave me something to take pride in. It also allowed me to meet people doing what I am going to school for.

**20. In what ways do you feel the Youth Apprenticeship Program could be improved. Feel free to express any additional comments about the program. Please use the back side of this page if necessary.**

1. (1) Mandatory meetings with mentors weekly (1 hour). Also talk about career opportunities in field and pay scale and how college education would further that.
2. (3) There should be more time to study in the different areas so we could learn more.
3. (8) Pick fields where there isn't red tape or insurance problems with students doing their job for example the health field didn't work.
4. (9-2) Promote it better. There are not enough people participating. Only one of the two spaces at XXX was filled this year, and next year, possibly none.
5. (10) I feel that the program was just fine! I loved it!!
6. (10-2) Try to get more schools colleges to accept YA for further advancement.
7. (12-2) I felt that test we very hard. Other than that the course was wonderful. The book, the first one studied in the financial class--spent too much time on history of banking instead of how it applies to our day and age.
8. (14) Working more through the high school to stay with friends.
9. (15-2) A little more in CNC. We only briefly went over it.
10. (19) I think the Youth Apprenticeship for auto mechanics is fine the way it is.  
  
(21) I feel that the overall coordination and organization could be improved on such as communication between CESA and the students; also I think CESA should better the way they tell you about how the standing credits work.
11. (24) I would have liked to see similar departments to what I was working in at other facilities. (Various hospitals, but same departments.)
12. (26) Better advertisement (around the state) and perhaps on the administrative end--better mentor training.
13. (27) Expand it--cover wide job fields.
14. (32) Employers need to be told to be patient with apprentices many students never made it to graduation.



15. (36) For machining apprenticeship, more time should be spent with engineers.
16. (40) Higher pay for more/better work.
17. (48) Although I didn't get as much as I would have liked, this is a wonderful program.
18. (52-2) They need to organize it better to get the kids working right away.
19. (54) The Youth Apprenticeship Program could be improved by having the classes offered at each high school instead of at a central location. This would give more students the chance to participate in the program.
20. (55-2) I feel the classroom studies could and should have had more hands on experience.
21. (59-2) Different work places, better check-up at work places.
22. (60) The program should have expressed the need for the high schools to show more support!
23. (61-2) Some classes you should take the generals for the program you're in some generals don't fit every program.
24. (63-2) Meet more of the promises. I was told I would have higher pay during the apprenticeship, and would receive credits at a 4 year college. I had to wrestle the credits out that I was promised.
25. (64) Communication with the school and me.
26. (66) Workplace needs to be more informed and monitored more closely.
27. (68) No comments on improvement.
28. (67-2) I think it is doing a wonderful job.
29. (69-2) I think that the school liaisons should be more involved and knowledgeable about the program and the opportunities.
30. (71.3) More emphases on cars, less on school--not enough shop time.
31. (74) 36Enforcements should be made for training; I missed out on a lot because I was always a teller.
32. (77) The counselors could have been more informed about the classes we should take.

- 33. (78) Not much room from improvement!
- 34. (82) If the workplace would show you more things.
- 35. (87) I don't have any complaints or comments about improving the program.
- 36. (94) It would greatly increase the effectiveness of the program if attendance at school played a part like it did in high school. We should also show the students that first they are students not employees.
- 37. (96.3) Get screw offs out of program. Kid got caught taking naps.
- 38. (99-2) We should have been able to buy the tools we used.
- 39. (100) I think the program is just fine the way it is.
- 40. (104) I think that one major improvement would help the students out a lot. This improvement would be more closely knit ties between the teachers and the work mentors.
- 41. (107) Not many.
- 42. (107-2) It could be improved by the government, school board and everyone else trying to take it away! Also, the parents should receive a survey because they also can explain the changes, pros and cons of the program.
- 43. (109) There were a few parts of the program that didn't apply to some of the things I was doing at work, but I understand that some of those things have been changed.
- 44. (110) Mentor relationships and one-on-one guidance.
- 45. (113) I thought it was very well handled and it exceeded all of my expectations.
- 46. (115) Mentors that are there--not always on vacation and when it comes time for evaluation they ask other employees.
- 47. (119-2) More structure in classes.
- 48. (123) The curriculum was too advanced for beginners and the books didn't always coordinate with the worksheets.
- 49. (124) I think that more communication needs to be made between the employers, students, and school.

50. (125-2) If they could just keep the same person in charge it would be great. While I was an apprentice, the person in charge quit and virtually left the other to figure out for themselves. In my mind, I truly believe that XXX was the right one for the job. Students bonded with her just like she was a big sister and that means a lot.
51. (126) Completing the program should give the students some advanced college credit in the particular area. I didn't receive any college tech elective credit and I was told that I would.
52. (127) I feel the program could have been organized a little better. I know we were the first class and there are flaws but I felt I was running around and not having a clue what was going on.
53. (129) More hands on work-like computers.
54. (139) Each employer should be giving their student the same opportunities.
- (146) I was in the finance program. We do not have a marketing department. We put ads in the papers but the employees are expected to cross-sell products. We are a small bank. Other than that, the experience was great! Highly recommended for any one who would like to get a head start on their adult life.
55. (147) I feel more involvement would help a lot. The YAP helped me a great deal and I would like to see if help others also.
56. (149) Have more time spent at High School.
57. (150) Better mentor training.
58. (156) Add some type of electrical class to the program mainly because cars are getting all electronic.
59. Even though my class was the first year of this--it was pretty unorganized.
60. (141) I think non-trained mentors should be more aware of the youth apprentices roll.
61. (143) None, that I can think of.
62. (157) Make sure that the employer understands that the student is there to train and is not just an extra body. Sometimes training is affected or incomplete if the employer sees the student as a regular employee that can be placed anywhere because they have so much knowledge and experience.

- 63. (163) This program is fine if you have young adults that want to learn about one particular area.
- 64. (164) I don't know what could be done to improve.
- 65. (165) In our second year of study we were never taught well. We had second class teacher and I didn't learn one thing at school that year!
- 66. (168) Seemed pretty good to me.
- 67. (132-2) Try to make classroom time more interesting.
- 68. (135-2) I feel more people need to know about it. Some people where I worked thought I was just another co-op student so they didn't have time to show me how to do this job.
- 69. (140) More in depth training and more detail about job duties.
- 70. (158-2) Spend less time in the Physical Therapy Dept. And add several other areas of health care to observe and do.

**21. What do you see yourself doing in five years (employment, education, etc.)?**

1. (34) Graduating from college and finding a job.
2. (110) Graduation from college; other than this I have no idea!
3. (66) Hopefully, work at an accounting firm (holding/having an accounting degree).
4. (21) I'm not sure if I will continue in the same field of work or not. I will like to pursue other interests such as landscaping.
5. (27) Employed at current job--a journey man machinist making \$50,000+ per year.
6. (64) Having a job in Graphic Arts.
7. (100) Probably still be in the printing industry.
8. (3) I hope to be working full time and maybe pick up a class to further my career.
9. (26) Management within the printing and graphics industry and also mentoring YA students.
10. (56) Finish college, looking for a full-time RN (BSN) job. Applying to graduate school.
11. (92) Getting a degree in marketing and looking for a high power position in a large city.
12. (97) Full-time employed at a bank as an Administrative Assistant.
13. (104) I am hoping to be employed full-time at my current employer and working towards my future wants.
14. (1) I see myself working in the accounting field perhaps getting my CPA and masters in Business Administration.
15. (156) Still be employed at some type of auto shop.
16. (94) In five years, I will hopefully be starting my first year as a elementary school in a Spanish speaking area of the country.
17. (150) Full-time EMT dispatcher. What I'm doing now.

18. (113) Working at a printing facility (what my apprenticeship was for).
19. (154) Graduated from a University.
20. (147) I hope I will still be with XXX. Right now I am a personal banker I: next year I would like to be a personal banker II.
21. (10) I will be in graduate school at either Purdue University or the University of Chicago.
22. (82) Working in a machine shop.
23. (123) I see myself employed full-time hopefully in a career related to my schooling.
24. (146) I either want to work in a bank as a loan or finance officer or work in a company's finance department. I am also planning on working toward an MBA in finance and/or international business.
25. (70) A full time job.
26. (78) A degree in PT!
27. (149) Automotive technician.
28. (139) Working as an accountant and possibly going back for a four-year degree.
29. (87) I see myself recently graduated from college with my BSN in nursing and beginning to work a an RN.
30. (85) I think I will be married and be in employment. I will have a bachelors degree in 3 years. I am majoring in business.
31. (126) Teacher in Technology Education.
32. (129) Working in a printing industry full-time possibly as a graphic artist.
33. (130) Having an Associate Degree in Finance and working full time at the same place that hired me when I was in YA.
34. (8) Going to law school.
35. (14) Higher job in the insurance industry associate degree in insurance.

36. (15-2) Getting out of school and finding a job. As an Engineer with more work back ground than most of them.
37. (17) Graduate school.
38. (19) Working at my Apprenticeship Employer--where they sent me to school for the field I'm in.
39. (24) I will probably still be working on my masters degree.
40. (32) I'll still be at XXX working on BMWs, Mercedes and Jags, Porches.
41. (36) Having an engineering degree and owning a machine shop.
42. (48) I plan to be teaching and working on my masters.
43. (51) Definitely back to school full time.
44. (54) In five years from now, I will have my Associate Degree in Finance and will be working towards a Bachelors. I plan to keep working in the Financial Industry.
45. (58-2) Possibly in graduate school and in an internship.
46. (21) I should be done with school, and I will hopefully have a job in finance maybe at an investment firm.
47. (68) Working full-time in a clerical position and going to school part-time.
48. (74) Graduated and engaged in a career as a buyer for the Disney Corporation.
49. (76) I will have my journeyman card for Tool & Dye.
50. (77) Working at XXX.
51. (90) Being employed.
52. (102) Staying at the financial place I'm at.
53. (107-2) I see myself still working here but moving up to a salesman position.
54. (108) Either teaching or an accounting degree. I am applying to a four-year school for the spring.

- 55. (109) I see myself staying in the field I'm in, and going to school if I see fit.
- 56. (111) Graduated from WWTC in accounting and working in an accounting firm or department.
- 57. (115) Full-time Mom, part time employee.
- 58. (124) I hope to be graduated from college with a degree in accounting and work with a accounting firm.
- 59. (141) I know I'll be in health care, but it's still up in the air. I've already changed majors once and I'm planning to again.
- 60. (143) Something is the Printing Computers field.
- 61. (157) I see myself finished with my Bachelor's Degree and CPA and working full time at some major firm either as an accountant or some other business related career.
- 62. (163) I see myself starting a small business and hoping for the best.
- 63. (168) Electrical engineering.
- 64. (9-2) I will be graduated from MATC and working on the computer end of the printing industry.
- 65. (164) I plan to find a job either in banking or investing, or possibly flying airplanes.
- 66. (119-2) Operating an Internet design business.
- 67. (39-2) I plan on doing exactly what I was doing while applied in the YAP.
- 68. (63-2) I will have graduated and begin a job in printing management.
- 69. (99-2) Working for the city of Milwaukee, I'm currently on the waiting list, passed my test too.
- 70. (10-2) Married, children, business owner of a large night club.
- 71. (57-2) Finishing my master and combining a marketing degree with my banking experience.
- 72. (59-2) Be at same place.



- 73. (55-2) Five years from now I would like to be an occupational therapist. The way to pay for college is using my experience I learned through the program.
- 74. (38-2) Hopefully, expanding and advancing at present job.
- 75. (11) Attending a four-year college.
- 76. (30.3) Out of school -XXXX - stable employment
- 77. (40) College or good job.
- 78. (47.3) Working in environmental science, biotechnology field.
- 79. (52-2) Being a full-time pioneer in my religion going door-to-door telling about God's Kingdom.
- 80. (61-2) I will be working where I am.
- 81. (67-2) Currently right now I am just taking general credits in college. I am uncertain what I want to do. Most likely I will be getting into the medical field though. I am leaving the financial background.
- 82. (69-2) I hope to be finished with my B.A. in Finance and working in a financial institution as a loan officer or credit manager.
- 83. (71-3) Auto mechanic.
- 84. (84-2) I would like to go back to school for various areas.
- 85. (89-2) Printing press operator.
- 86. (96-3) Tech college degree--mechanic "Fords suck!"
- 87. (122-2) Journey tool and die maker.
- 88. (125-2) Police officer.
- 89. (127) Being an Occupational Therapist in either a school or for a hospital.
- 90. (132-2) Working in a financial institutions accounting department.
- 91. (135-2) I am keeping further education open as an option. I will continue to work at my current position.

- 92. (140) Finishing Assoc. Degree and getting back into printing.
- 93. (158-2) Graduating from college and being employed as an RN.
- 94. (161) I should be in my first year of teaching art.